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ABSTRACT

Questionnaire responses derived from a sample of 202 Choctaw students (grades 4, 6, 8, and 10) in attendance at the Bureau of Indian Affairs' Choctaw Agency Schools (Philadelphia, Mississippi) were utilized to evaluate the Choctaw Safety Education Program. In addition, parents, teachers, janitors, bus drivers, council members, and principals were interviewed via site visits to the five outlying elementary schools and Choctaw Central High School. Evaluation criteria were: objectives; administration; curriculum; in-service training; audio-visual aids; budget; safety handbook; accident reporting form; safety organizations; safety in shops; inspection of fire safety; traffic safety; first aid; first aid supplies; bicycle in-service training. Major conclusions were: (1) there should be written objectives for the safety education program; (2) the safety education program is well incorporated in the regular school curriculum; (3) the high school driver education safety program is doing an excellent job; (4) funds should be made available for the safety education program; (5) there should be safety organizations within each school system; (6) each school should have a handbook tailored to its needs; (7) each school should have an accident reporting form to go to the Environmental Protection Agency every month. (JC)

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RESEARCH AND EVALUATION REPORT SERIES NO. 40.01

EVALUATION OF SAFETY EDUCATION

CHOCTAW AGENCY SCHOOL SYSTEM
PHILADELPHIA, MISSISSIPPI
FEBRUARY 1976

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JUNE 1976

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THOMAS R. HOPKINS, CHIEF

SAFETY EDUCATION CURRICULUM PROGRAM
CARLEE S. LOWRY, EDUCATION SPECIALIST, SAFETY

OFFICE OF INDIAN EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P. O. BOX 1788
123 FOURTH STREET, S.W.
ALBUQUERQUE, NEW MEXICO 87103

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FOREWORD

The evaluation report is based on a summary of field trips, questionnaire responses, preview of Agency Safety records, and extensive interviews with Bureau of Indian Affairs' administrators and teachers, tribal council members, Indian leaders and affected parents of the BIA schools.

The method of collecting and analyzing the school staff and student attitude and interview data was reviewed by the Division of Evaluation, Research, and Development after the Education Specialist Safety developed the basic instrument. No problems were encountered in administering the instrument to the Choctaw Agency School System. The attempt in this evaluation summary is to analyze and assess what has been happening in the Choctaw Safety Education Program and to offer a guide toward improvement.

INTRODUCTION

The Choctaw Indian Reservation is located near Philadelphia, Mississippi with the Agency Office Philadelphia. The school system consists of five Elementary schools and a Bureau operated high school at Pearl River. The high school opened for the 1965 school year and is part of a complex including an elementary/junior high school and two dormitories for both elementary and high school students who must come to school from distant communities. There are about 3,800 Choctaws living on the 17,200 acres of tribal land owned by the Government.

The Choctaw Superintendent and Agency Education Program Administrator requested an evaluation of the School Safety Education Program. This would provide information that would be useful in instructional phase of the Safety Education Program.

Two hundred and two Choctaw students in grades fourth, sixth, eighth and tenth were used as a sample population in asking a total of 11 questions to draw forth the knowledge and opinions about the Choctaw Safety Education Program. The 202 sample population comprises 17 percent of the total 1,182 students in the entire Choctaw Agency Schools. In addition, parents, teachers, janitors, bus drivers, Council Members and principals provided input concerning further development of the Safety Education Program.

The cooperation and assistance of the following personnel provided the data necessary for the classroom related evaluation of the Safety Education Program for the Choctaw Agency Schools.

Agency Superintendent

Agency Education Program Administrator

Principal, Bogue Chitta

Principal, Red River

Principal, Tucker

Principal, Standing Pine

Principal, Canehatta

Principal, Middle School, Pearl River Community

Teachers of those children administered questionnaries

Objectives

Criterion: Basic objectives essential for the implementation of the Safety Education Program are incorporated in the overall school objectives.

Findings: There are no written objectives for the Safety Education Program for the Choctaw Agency Schools.

Recommendations: It is recommended that the Education Program Administrator (EPA) designate an Education Specialist to direct and coordinate the Safety Education Program beginning with implementing the Bureau of Indian Affairs objectives for BIA schools which are as follows:

1. To promote good safety habits of all school children and youth in school, home, church and community.
2. To raise the safety standards of school life.
3. To secure adequate safety habits for care and protection of school children and youth.
4. To establish cooperation between the home and school so that parents and teachers can cooperate intelligently in safety education for children and youth.
5. To develop between educators and the community a united effort that will secure for all school children and youth the highest advantage in safety education.
6. To teach all school children how to live safely through knowledge gained from effective safety educational courses.

Administration

Criterion: The administration of the school system will be responsible for leadership and improvement of the Safety Education Program.

Findings: The administrators of the Choctaw School System are taking leadership in being responsible for providing effective guidance and direction toward cooperative participation in the Safety Education Program for safer conditions for all students.

Recommendations: Safety instruction should be an integral part of the total school program and should further develop understandings, attitudes, values, skills, habits and appreciations which will assist the student in meeting the responsibilities of safe living in today's world.

It is also recommended that the school administrators help the schools select and plan safety experiences, the method of instruction and the use of instructional materials to meet the need of each student.

The school should utilize community resources to implement its Safety Education Program and to further supplement its efforts in Safety Education.

Curriculum

Criterion: The Safety Education Program is well coordinated with the regular school curriculum.

Findings: Of the total 202 sample student population that were questioned about the Safety Education Program, 82 percent said that the teachers were coordinating Safety Education with other subjects within the school curriculum. 70% stated that teachers were teaching traffic safety. 79 percent stated that

all teachers were teaching safety about the following subjects: fire safety, safety in outdoor play and sports, first aid, home safety and general school safety. 91 percent stated that safety education should be an important part of the school curriculum.

The 14 teachers interviewed agreed that Safety Education is being coordinated with other subjects that were being taught in the classroom.

All 16 parents interviewed including Council Members were aware of Safety Education being coordinated with other school subjects in the schools.

Recommendations: It is recommended that the schools continue to incorporate the Safety Education Program with the regular school curriculum because it will help students to develop safety knowledge, habits, attitudes and skills in order to eliminate, as far as possible, the dangers of accidental death or injury. Safety instruction and guidance will help boys and girls carry on the every day experiences in a relatively safe manner, thereby increasing the chances of being a full adventuresome life.

The high school curriculum consists of Driver Education, safety instruction in Science, Home Economics, shops, and physical education. The Choctaw Central High School is equipped with ten simulators for students grades 9-12. There is a driver education instructor for students taking the course. They also have a car furnished by a local Chevrolet Company of Philadelphia, Mississippi which makes it possible to have behind-the-wheel training. High School students who finish this course are able to get driver's license and become eligible for a 15 percent off on insurance.

Recommendations: It is recommended that the curriculum for safety instruction in the various shops, Home Economics, Driver Education and physical education be stressed. The program of high school Driver Education is the most effective, long-range means of reducing traffic accidents. By having professionally trained teachers apply to a program of Driver Education those techniques and methods that they have so successfully developed and used in other areas of instruction assures maximum results. Such instruction conducted in the high school of Choctaw Central has the added advantage of reaching practically all future drivers of the Choctaw Reservation.

In-Service Training

Criterion: The school system provides an in-service educational program for all teachers prior to the opening of school.

Findings: It was found that in-service training for teachers in Safety Education was during the orientation workshop prior to school opening in August 1975. The workshop on Safety Education focused on how it was very important to coordinate safety with other school subjects in order to make the students aware of good safety habits.

Recommendation: It is recommended that the in-service training for teachers continue year after year in Safety Education during the orientation period prior to school opening.

Audio-Visual Aids

Criterion: The school system provides in the Safety Education curriculum audio-visual aids for the classroom teacher.

Findings: It was found that 84% stated that the teachers are using safety films and slides. Sources are as follows:

1. Bureau of Indian Affairs
   Film Service
   Intermountain Indian School
   Brigham City, Utah

2. Kilby Associates
   P. O. Box 1113
   Pendleton, Oregon 97808

3. Several sources can be found in Safety Education Curriculum Bulletin No. 14
   Bureau of Indian Affairs
   P. O. Box 1788
   Albuquerque, New Mexico 87103

4. Highway Safety Films
   State Department
   Jackson, Mississippi

Recommendations: It is recommended in using films and slides that the teachers give a preview of what the films and slides are about before the showing of the films and slides. After the showing there should be a follow-up in the form of discussion among the students in order to get full understanding of both films and slides shown.

Budget

Criterion: The school system provides funds for further development and additional materials for the Safety Education Program.

Findings: It was found that the Choctaw Agency Schools had no funds set-up for a Safety Education Program.

Recommendations: It is recommended that the EPA and principals of all the schools set-up a budget or funds that will meet the needs of each school on the Reservation. This will make it possible for the schools to purchase the current materials on Safety Education including audio-visual aids.

Safety Handbook

Criterion: The school system provides a safety handbook tailored to the needs of the school.

Findings: It was found that no school had a safety handbook.

Recommendations: It is recommended that each school have a safety handbook tailored to the school needs. This holds true because each school system differs from others for reasons of geographical, size, environment, curriculum and administrative philosophy.

If you ask "Why does each school need a handbook?", the answer is, it provides guidance for everyone involved with the school system as to its policies local ordinance and state laws. A handbook also serves as a guide for those teachers who are responsbile for creating and fostering attitudes of safety to the end that school accidents or incidents will be reduced or prevented. Sample of the handbook (See Appendix A)

Accident Reporting Form

Criterion: The school system provides all teachers with reporting forms to report all accidents.

Findings: It was found that no school had an accident reporting form.

Recommendations: It is recommended that each school have an accident reporting form which could be turned in at the end of each month to the EPA for their review. Accurate accident reports will reveal where the school has been - Where they are at present - and in what areas the school should be moving. Accident reporting is the key factor of all safety programming. Prompt action on information received on each incident is needed to prevent recurrences. Sample of student accident reporting form (See Appendix B).

Safety Organizations

Criterion: Provisions are made in organizing safety organizations in the school system.

Findings: It was found that the schools did not have safety organizations.

Recommendations: It is recommended that each school should have regularly established safety organizations as follows:

1. Safety committee of faculty members
2. Safety clubs among students with faculty supervision
3. Safety meetings, especially conference type meetings

It is also recommended that each school include helpful corollary activities:

1. Safety bulletins
2. Poster contests
3. Safety plays

Safety in Shops

Criterion: The school system will make proper precaution to protect pupils and employed personnel from injuries in laboratories, gymnasiums, shops, on stairways and in all other parts of buildings.

Findings: All machinery in shops have safety guards for protection. Stairways with banisters, laboratories and gymnasium in fair condition.

Recommendations: The school administrator should put forth all efforts to keep all school facilities in safe conditions at all times for the protection of all pupils and employees.

Inspection for Fire Safety

Criterion: The school system will provide regular fire inspections for the safety of all students.

Findings: All school principals are taking regular fire inspections of all buildings on the total school campus.

Recommendations: It is recommended that all principals still make regular fire inspection of all buildings in order to make buildings safe from fire hazards.

Traffic Safety

Criterion: The school system will provide school patrols for the safety of all students.

Findings: There are no school patrols.

Recommendations: It is recommended that each school organize a safety school patrol for the purpose of having a better safety program for the school.

First Aid

Criterion: The school system will provide training for all students in first aid practices.

Findings: The schools are not training all students in first aid.

Recommendations: All students should be trained in first aid in order to know what to do in case of emergency.

First Aid Supplies

Criterion: The school system will provide first aid kits for each classroom, shops and gymnasium.

Findings: All the schools provide a first aid kit in the principal's office.

Recommendations: It is recommended that each classroom be provided with a first aid kit.

Bicycle In-Service Training

Criterion: The school system will provide an in-service training for all students interested in bicycle riding.

Findings: No bicycles at schools.

CONCLUSIONS

Site visits to the five outlying elementary schools and Choctaw Central High School within the agency school system and the personal interviews with teachers, council members, administrators, parents and questions from the students played an important part in the conclusions reached.

They are as follows:

1. There should be written objectives for the Safety Education Program for the Choctaw Agency Schools.

2. The Safety Education Program is well incorporated with the regular school curriculum.

3. The High School Driver Education Safety Program is doing an excellent job in training the high school students for driving.

4. There should be funds made available for the Safety Education Program.

5. There should be Safety organizations within each school system.

6. Each school should have a handbook tailored to the school needs.

7. Each school should have an accident reporting form to go to EPA every month.

APPENDIX A

WHY A SCHOOL SHOULD HAVE A SAFETY HANDBOOK

I. WHY A SCHOOL SHOULD HAVE A SAFETY HANDBOOK

Every school system probably needs a safety handbook tailored to its own needs. This holds true because each school system differs from others for reasons of geographical locations, size, environment, curriculum and administrative philosophy.

If you ask "Why do we need a Handbook?", the answer is, it provides guidance for everyone involved with a school system as to its policies, local ordinances and state laws. A handbook also serves as a guide for those staff personnel who are responsible for creating and fostering attitudes of safety to the end that school accidents or incidents will be reduced or prevented.

The information presented here on a handbook is not meant to be complete or final, but to serve as suggestions to get your school started. In essence these suggestions will outline or list school policies, pinpoint areas where school hazards exist, and, in addition, provide a basis for conducting a safety program in your school. An employee handbook can be a separate publication or be a part of the school's regular handbook.

As stated earlier, because of the many individual differences in school systems, it is impossible to describe a ready-made publication which is suitable for precisely every school safety program. Therefore, it is suggested that each school administrator pursue these handbook suggestions and formulate a safety program suited to their own particular needs.

II. WHO SHOULD USE THE HANDBOOK?

Once your handbook information is assembled and completed, it should become part of the school's administrative guide. This type of action will make it a stronger document. Next, a copy of the handbook should be given to all administrative and supervisory personnel, department heads, and to the library. A condensed form of the handbook should be given to every teacher.

The principal or person who has been designated with responsibilities as the safety administrator (he may be called director, supervisor, or coordinator) should orient the school system as to how the handbook is to be used and where copies are available. If the school's safety program is to be worthwhile the people in charge must continually promote the value of the handbook to everyone involved within the school district.

III. HOW A HANDBOOK CAN BE DEVELOPED

A. You may want to begin with a distribution of monthly safety bulletins. A collection of these loose papers can be used as a basis for your handbook.

B. You may want to get a committee to develop the handbook and then present the finished product to your superintendent and school board for approval.

C. Another method is to get approval from the superintendent first, and then organize a school-wide committee which would be responsible for the development of a safety handbook.

D. One school principal had the school system's insurance agent talk to the board of education relative to authorizing the development of a safety handbook. That worked and it has for others.

These are but a few ways to get started; you may find others. One important advantage in having a safety handbook is the strengthening affect it will give on your entire safety program.

IV. SUGGESTED SCHOOL SAFETY HANDBOOK OUTLINE

SAFETY EDUCATION HANDBOOK

Table of Contents

A. Forward
B. Acknowledgement
C. General Safety
   1. Board rules - safety, teacher liability, etc.
   2. Responsibility of principal
   3. Christmas decorations
   4. Early dismissal requests
   5. Visitors in buildings
   6. Closing of school due to weather conditions
   7. Street vendors - city ordinance
   8. Crossing protection for children enroute to and from school
   9. Student accident report
   10. Procedures to follow in case of dog bites
   11. Traffic control devices for school crossing protection enroute to and from school
   12. School safety patrols
   13. Smoking
   14. Student accident insurance
   15. General procedures to follow in emergency case for injured school children.
   16. Eye protection act
   17. National school safety honor roll program
   18. Lunch time safety
   19. Molestation of children
   20. Emergency preparedness
   21. Retention drill
   22. Excursions or field trips

D. School Bus Safety
   1. School bus evacuation drills
   2. Accidents in which school buses are involved

E. Fire
   1. Fire drill
   2. Fire drill regulations
      a. Purpose
      b. Organization
      c. Sounding the alarm
      d. Pupil accounting
      e. Building factors involved
      f. Pupil's control and participation
      g. Evening school
      h. Junior fire patrol program

F. Police

G. Bomb threat

H. Summer drivers education program

I. Kindergarten safety
   1. Kindergarten equipment
   2. Safety on trips

J. Safety with audio-visual aids

K. Safety in various areas
   1. Science laboratories
      a. Chemistry
      b. Biology
      c. Physics
   2. School shop
   3. Music
   4. Home Economics

L. Physical Education
   1. Climbing pole safety
   2. Horizontal ladder of bar policies
   3. Stunt policies
   4. Balance beams policies

M. Calendar of Monthly Safety Activities

N. Civil Disturbances
   1. Evacuation procedures

O. Civil Defense
   1. The administration
   2. Evacuation
   3. Shelter
   4. the principal

IV. O. 5. The Principal
6. The Teacher
7. Custodian
8. Civil defense procedure chart
9. First aid emergency kit
10. Building areas

P. Bicycle Safety
1. Bicycle lanes
2. Acceptance of bicycle lanes
3. Bicycling made safer

This suggested outline for a safety handbook is intended to get you started and is not meant to be the answer to your school system's problems; only to get you to formulate a safety handbook suited to your own particular needs in your school.

APPENDIX B

ACCIDENT REPORTING FORM

Accurate information in reporting accidents is mandatory. Accurate accident reports reveal where we have been - where we are - and in what areas we should be moving. It is a systematic approach in reducing the number of accidents and injuries through effective and realistic curriculum planning. The use of an accident reporting system established as a part of a well-rounded safety program can effectively help obtain this goal. Accident reporting is the key factor of all safety programming. Prompt action on information received on each incident is needed to prevent recurrences.

STUDENT ACCIDENT REPORT

No. .....

Bureau of Indian Affairs

School (Bdg., Day or Mission) ..... Date .....

Agency ..... State .....

Name ..... Sex ..... Age ..... Grade ..... Tribe .....

WHERE ACCIDENT OCCURRED

(Check One)

Within School Building	On School Grounds	Outside School Grounds
2. Class rooms and auditorium [ ]	13. Apparatus-swings [ ]	*Going to and from School*
3. Laboratories [ ]	14. " -slides [ ]	28. Motor vehicle accidents [ ]
4. Vocational shops [ ]	15. " -teeters [ ]	a. bus [ ]
5. Domestic science department [ ]	16. " -bars [ ]	b. other cars [ ]
6. Gymnasium [ ]	17. " -others [ ]	29. Other [ ]
7. Swimming pool and showers [ ]	18. Athletics -baseball [ ]	*Home Accidents*
8. Dressing rooms and lockers [ ]	19. " -football [ ]	30. Falls [ ]
9. Toilets and wash rooms [ ]	20. " -basketball [ ]	31. Burns, scalds, explosions [ ]
10. Corridors [ ]	21. " -soccer [ ]	32. Cuts and scratches [ ]
11. Stairs and stairways [ ]	22. " -track event [ ]	33. Other home accidents [ ]
12. Other building accidents [ ]	23. Other organized game [ ]	*Other Accidents*
	Unorganized Activity	34. Motor vehicle accidents [ ]
	24. Running [ ]	35. Other street and sidewalk [ ]
	25. Scuffling [ ]	36. Playgrounds (not school) [ ]
	26. Other falls [ ]	37. Other places [ ]
	27. Other [ ]	

Cause of Injury (Check One)			Type of Injury (State Location)
1. Alcohol [ ]	12. Fire Arms [ ]	23. Plant Poisoning [ ]	1. Amputation of .....
2. Animals [ ]	13. Food [ ]	24. Playing [ ]	2. Bruises, cuts .....
3. Athletics [ ]	14. Foreign Body [ ]	25. Shoes [ ]	3. Burns and Scalds .....
4. Bites [ ]	15. (Gasoline and [ ]	26. Stepped on Object [ ]	4. Dislocation Sprains .....
5. Chemical [ ]	16. (Kerosene [ ]	27. Striking against Object [ ]	5. Fractures of .....
6. Exhaustion [ ]	17. Hand Tools [ ]	28. Struck by Object [ ]	6. Freezing, Frostbite .....
7. Explosion [ ]	18. Handling Object [ ]	29. Struck by Person [ ]	7. Hernia .....
8. Exposure [ ]	19. Hot Liquids [ ]	30. Vehicles [ ]	8. Infections of .....
9. Falling Object [ ]	20. Lifting [ ]	31. Unknown [ ]	9. Poisoning .....
10. Falls [ ]	21. Machinery [ ]	32. Miscellaneous [ ]	10. Other injuries .....
11. Fire [ ]	22. Neglected Injury [ ]		.....

Was Doctor Called? .....

Was a Nurse Called? .....

Taken to Hospital? .....

Temporary Injury? .....

Cared for in Dormitory? .....

Day accident occurred ..... 19.....

Day returned to school .....

No. of days absent .....

Permanent Disability? ..... Fatal? .....

SAMPLE

Describe accident.....

.....

.....

Principal or Superintendent ..... Signature of Teacher .....

APPENDIX C

THE SCHOOL BUS SAFETY CODE

To do my part to eliminate accidents to myself and others, I will conscientiously observe and will encourage others to observe the following common sense traffic safety rules for school buses and private cars.

1. Make my school bus ride safe.
2. Wait patiently for the school bus.
3. Be at the bus stop on time.
4. Stand a safe distance back from the curb or highway.
5. When the bus is approaching -- immediately get in line with the other children.
6. Always use the steps and hand railing.
7. Always avoid crowding or pushing.
8. Always be courteous and wait my turn.
9. Always take my seat quietly and quickly.
10. Never walk or stand in the bus is in motion.
11. Always keep my arms and head inside the bus.
12. Avoid throwing anything on the bus.
13. Avoid unnecessary or loud talk.
14. Always keep the aisle clear of objects, such as lunch pails, books, etc.
15. Always wait until the bus has come to a complete stop before getting up from my seat.
16. Always face the front when getting off the bus.
17. Always use the steps -- never jump when getting off the bus.
18. Always be courteous and never push or crowd.
19. Always cross the street in front of the bus if necessary to cross the streets.
20. Wait until the bus has stopped to get on.

- - - - - - - - - - -

THE PRIVATE CAR SAFETY CODE

1. Make sure that the doors are closed and fastened.
2. Keep my hands off the door handles while the car is in motion.
3. Never carry packages or sit so that the view of the driver will be obstructed.
4. Sit quietly in the car so that the driver will be able to see clearly on all sides.
5. Keep my arms and head inside the car to avoid possible injury.
6. Always ride inside the car, never on the hood, running board or fenders.
7. Wait until the car stops before getting in or out.
8. Make certain that the way is clear before crossing the street when leaving the car.
9. Always get in or out of the car on the curb side of the street.
10. Never ask or accept rides from strangers.
11. Never attempt to close the door while the car is in motion, but tell the driver so that he may stop and close it.

Education

November 7, 1975

Memorandum

To: Area Director, Eastern Area Office

From: Superintendent, Choctaw Agency

Subject: Request for evaluation assistance

We request the assistance of Mr. Carlee Lowery, Education Specialist, Division of Program Review and Evaluation, Indian Education Resources Center, for the purpose of evaluating the safety education, November 17-21, 1975.

The Choctaw Agency, Branch of Education, has been using his program for the past year, and would like to evaluate its effectiveness as well as a two-day workshop for the revision of our curriculum on safety education for our school personnel.

We would appreciate your contacting Dr. Thomas R. Hopkins, Chief, Indian Education Resources Center, Division of Program Review and Evaluation, about our request for Mr. Lowery's assistance.

(Sgd.) Robert [illegible]
Superintendent

cc:
Mr. Carlee Lowery, Albuquerque
Dr. Thomas R. Hopkins, Albuquerque

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[illegible] EVALUATION,
[illegible] AND DEVELOPMENT

Education February 12, 1973

Memorandum

To: Area Director, Eastern Area Office

From: Superintendent, Choctaw Agency

Subject: Evaluation Design and Schedule

We are forwarding the Evaluation Design of Safety Education in Indian Education together with a tentative schedule for Mr. Carlee Lowery, who will be conducting the evaluation of each school's safety program, for your information.

Superintendent

Enclosures

cc:
Director, Indian Education Resource Center, Albuquerque

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS

CHOCTAW AGENCY

PHILADELPHIA, MISSISSIPPI 39350

IN REPLY REFER TO:
Education

February 12, 1976

Memorandum

To: Administrator, Indian Education Resources Center

From: Superintendent, Choctaw Agency

Subject: Evaluation Design and Schedule

Enclosed is the Evaluation Design of Safety Education In Indian Education and a tentative schedule for Mr. Carlee Lowery who will be conducting the evaluation of each school's safety program. A copy of the design and schedule will be forwarded to our Area Director, Eastern Area Office, for his information.

Superintendent

Enclosures

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Lowry

February 23, 1976			Travel
February 24, 1976	-	8:30 a.m.	Bogue Chitto Boarding School
	-	11:00 a.m.	Tucker Day School
	-	2:00 p.m.	Conehatta Boarding School
February 25, 1976	-	9:00 a.m.	Standing Pine Day School
	-	1:00 p.m.	Red Water Day School
February 26, 1976	-	9:00 a.m. to 3:00 p.m.	Choctaw Central Schools
February 27, 1976			Travel